Give One, Get One

This DI strategy allows students to talk about topics of interest or a topic that you will be studying in class. It can also be used as a review activity for the end of a unit or lesson. There are a variety of ways that you can implement this strategy.

# How it works:

1. First, you come up with a topic.  For example, "What I know about insects."  Have the students fold a piece of paper in half (hot-dog style) and write on one side of the paper all of their ideas.  Then they circulate through the room, giving one idea to each student and getting one idea from each student.  They write down the ideas they got on the other side of the paper.  
   Afterwards, they can discuss what they heard, who had similar answers, and which were most common.  The teacher gets a good idea of the background knowledge and can clear up any misconceptions before starting a unit.

Or …….

1. On a piece of paper or note card, each student writes down at statement about what you have been in class. It would be a major idea that resonates with them. Then, they get up from their spot and find a partner with whom they will spend one or two minutes sharing their idea. Their partner also shares their idea. The partners swap papers and go and find a new partner with whom they share their “new” idea. The activity continues until each student has had the opportunity to share with several classmates. This strategy is great as it gets the students talking and listening, as they know they have to “present” the new ideas to someone else.

Or …....

1. The teacher gives each student a “Give One, Get One” grid such as the one attached. Then the students circulate around the room getting classmates to talk about the topic and a brief summary of each person’s major point is written on the grid. The teacher can use the information gained as an assessment of what the students know/still need to learn.

Or …….

1. This strategy can also be called “Find Someone Who …” (see attached). The teacher places prompts about a topic/area of study in the boxes of a grid. The students circulate around the room finding someone who can respond to the prompt. That person verbally replies to the prompt and then initials it. Then the student will move on to others to find someone else who can respond to another prompt, etc.

**Give One, Get One**

One major idea that resonated with me is . . .

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**Find Someone Who . . .**

**DIRECTIONS: Walk around the room and find someone who can respond to one of the prompts in the boxes below. The person should initial the square after verbally replying to the prompt. A person can only answer and initial one square.**

|  |  |  |
| --- | --- | --- |
| **Can give you a definition of differentiated instruction** | **Give you an example of how s/he has used differentiate instruction** | **Tell you something s/he would like to learn about differentiated instruction** |
| **Is really worried that differentiated instruction is just one more thing to do** | **Can explain to you what anchor activities are** | **Can tell you what “tiering” means** |
| **Provides choice in the classroom and can tell how it is done** | **Gets to know how students learn and can tell how it is done** | **Uses quick assessments to find out more about what students know and can tell what the assessment are** |